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ABSTRACT

This annotated bibliography cites journal articles, policy statements, books, and various other publications dealing with education in Poland. Most items cited were published from January to March of 1975. The bibliography is divided into six sections: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; and (6) schools and institutions by type or level including preschool, primary, secondary, vocational, higher, adult, and special education. (Author/RM)

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Selected Bibliography of Polish Educational Materials

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time from January to March 1975.

Bibliographical materials selected and prepared by the Editorial Board of the Institute for Educational Research, Section for Documentation

Editorial Board:
Władysław Słodkowski, Karolina Krajewska, Barbara Wieczorek

Translated:
Bożena Koeltz

Compiled for the Office of Education, U.S. Department of Health, Education and Welfare, Washington D.C.

I. HISTORY OF EDUCATION

1. BEDNORZ, ROŻA: **Tajne Pedagogium Ziem Zachodnich w Warszawie: 1942–1944.** (The Clandestine Pedagogium of the Regained Territories in Warsaw, 1942–1944). Instytut Śląski, Opole 1975, 104 pp. il.

   The pedagogium was one of the forms of the clandestine cultural-educational activity in the occupied Warsaw during World War II. The subject of the book is the history of the Pedagogium. The authoress based her work upon the abundant archives as well as upon the comprehensive reports of former pedagogs and students from the Clandestine Pedagogium. Her own reminiscences were employed as well. The work is divided into four chapters. In the first two chapters, the authoress describes the situation of the Polish education during World War II. Chapters III and IV supply documentary evidence for the origin and organizational structure as well as for the activity of Pedagogium, they also present the control over school in conspiracy, the formation of educational programs, the characteristics of pedagogs and students. The work is supplemented by the illustrative material. These are photographs of the original documents from the occupation times (among other things manuscripts of lectures and notes) as well as portraits of some pedagogs.

2. JAKUBOWSKI, JÓZEF: **Polityka oświatowa Polskiej Partii Robotniczej, 1944–1948.** (Educational Policy of the Polish Workers' Party, 1944–1948). Książka i Wiedza, Warszawa 1975, 306 pp. tab. bibl.

   The work is devoted to the fight of the Polish Workers' Party for a new educational system in the postwar Poland. Chapter I, being an introduction, contains a short characteristics of the state of education in the period of occupation as well as discusses educational programs prepared for the postwar period by the main political parties. Chapter II entitled "Reconstruction and Organization

of Education. Plans of Reforms" embraces the period from July 1944 until June 1945. The all-Polish Educational Congress was summoned in order to discuss the works on the reform of education. Chapter III deals with the main points of debates. The next chapter is concerned with the fight for the realization of the reform as well as with ideological political atmosphere of school in the period of the Temporary Government of the National Unity. The educational policy of the Polish People's Republic is discussed in the last chapter after the uniting of the workers' movement in Poland.

3. MAJOREK, CZESŁAW: **Książki szkolne Komisji Edukacji Narodowej.** (Manuals of the Commission for the National Education). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 444 pp. il. tab.

The publication is the result of the work of the Group for Researches upon the History of the Commission for the National Education (1773–1794) set up in the Institute of History of the Jagiellonian University. The author bases on the analysis of the elaborations from 19th and 20th centuries dealing with the activity of the Commission (the first central secular educational authority in Poland and in Europe) as well as on the original 18th century didactic publications issued by the Society for Elementary Books established by the Commission as well as by separate schools. The material included in five chapters discusses the following problems: 1) the main trends of the evolution of the school program of the Commission; 2) the essential analysis and didactic principles of all kinds of manuals published by the Society for Elementary Books; 3) printing and distributing of manuals; 4) the teacher's attitude to the official school publications; 5) the information about other publications (mainly foreign ones) being at a disposal of the teachers from the schools of the Commission.

4. MIZIA, TADEUSZ: **Szkoły średnie Komisji Edukacji Narodowej na terenie Korony.** (Secondary Schools of the Commission for the National Education in Corona Regni Poloniae). Wy-

dawnictwo Uniwersytetu Warszawskiego, Warszawa 1975, 376 pp. tab.

The book is one of the works written for the 200th anniversary of the Commission for the National Education, the first state institution both in Poland and Europe dealing with education and schooling. The reform of secondary education was one of the basic tasks of the Commission. The author describes the network of educational institutions, its material basis, budget as well as the state of school buildings. Moral education was considered by the Commission to be the most important scope of work in a reformed secondary education. Main stress was given to the patriotic, social, economic education as well as to political knowledge. The author describes the program, contents and methods of moral education as well as the program, plans and manuals for subjects making up the mental education (language teaching, poetry, rhetoric, mathematical-technical sciences, logic, history and geography). The book contains remarks concerned with an organization of physical training in family and schools. In the chapter devoted to students, the author gives a number of students in separate schools, attendance as well as discusses the problem of boarding schools and so-called directors (tutors and wardens of youth). The Commission's demands are also presented from the candidates for secondary school teachers as well as an organization of teachers' education, staff policy and teachers' work. The last chapter is devoted to an organization and activity of the control machinery.

5. TAZBIR, STANISŁAW (ed.): **W obronie dzieci i młodzieży w Warszawie 1939–1944.** (In Defence of Children and Youth in Warsaw 1939–1944). Państwowy Instytut Wydawniczy, Warszawa 1975, 448 pp. tab. il.

The book contains memories and reports upon the activity of the Section of Care Over Children and Youth set up in Warsaw at the beginning of September 1939. The Section was a great social-tutelar organization embracing by its activity about fifty thousand children and youth from the poorest social environments as well as from

families afflicted with hard war conditions. All actions of a social-educational and cultural-educational character were severely banned. In 1939, the Section started to organize in conspiracy various works aiming to defend children and youth against the Nazi policy. It established 11 commissions of care over children and youth within the district committees of the City Committee of Social Aid as well as maintained close contacts with the municipal centers of health and social welfare. It also cooperated with clandestine social organizations (the Scout movement, the Clandestine Organization of Teachers, the Society of Jordan Gardens, etc.). The book contains in all 90 units being a survey of various problems dealt with by the section as well as of the forms and methods employed in its activity.

II. LAWS AND LEGISLATION

6. UCHWAŁA **Kolegium Ministerstwa Oświaty i Wychowania z dnia 13 stycznia 1975 r. w sprawie kształcenia matematycznego dzieci i młodzieży.** (The Act of the Council of the Ministry of Education and Schooling from January 13, 1975 Concerning Mathematical Education of Children and Youth). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1975, No. 2, item 16.

   The Act contains many directions concerned with taking complex actions in respect of raising the level of mathematical education of children and youth. The duties are also defined pertaining to the realization of the decisions of the Council, the Institute for School Programs, the Institute for Teachers' Education, School and Pedagogical Publications, institutions dealing with the equipment of schools with scientific aids, regional organs of school administration as well as of pedagogical control and school management.

7. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 13 grudnia 1974 r. w sprawie doboru rodzin zastępczych i udzielania pomocy materialnej dzieciom pozostającym pod ich**

opieką. (The Ordinance of the Minister of Education and Schooling Dated December 13, 1974 Concerning a Selection of Foster Families and Material Aid for Children under Their Care). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1975, No. 1, item 2.

The Ordinance defines: 1) principles of selecting persons fulfilling the duties of foster parents; 2) principles of qualifying children for these families; 3) duties and rights of foster families toward the child; 4) principles of providing material help for the family so that it could support and bring up the child; 5) control over children in foster families; 6) records of foster families. In the annex to the Ordinance the pattern of the "Contract" is included filled in by an organ of state administration when the child is given to the care of a foster family.

8. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 10 lutego 1975 r. w sprawie organizacji kształcenia i wychowania w roku szkolnym 1975/76.** (The Ordinance of the Minister of Education and Schooling Dated February 10, 1975 Concerning the Organization of Education and Schooling in the School Year 1975/1976). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1975, No. 2, item 15.

In the Ordinance, general organizational-program assumptions are described in the school year 1975/1976 as well as the duties of school inspectors from school regions. The principles and trends of school activity are included in the Instruction being an annex to the Ordinance discussed. The Instruction is concerned with the general trends of didactic-educational work in the school year 1975/1976, the organization of school year (time of learning, holidays), the organization of work in particular types of schools and institutions, educational staff, school material basis, as well as with tasks of the organs of school administration and management.

9. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 27 stycznia 1975 r. w sprawie zasad i trybu udzielania zezwoleń na przeprowadzanie badań naukowych w szkołach i innych placówkach oświatowo-wychowawczych resortu oświaty i wy-**

chowania. (The Ordinance of the Minister of Education and Schooling Dated January 27, 1975 Concerning the Principles of Granting Permissions to Carry Out Scientific Researches in Schools and Other Educational Institutions of the Department of Education and Schooling). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1975, No. 2, item 13.

The Ordinance defines: 1) organizational units of persons who may carry out scientific researches in schools and other educational institutions; 2) the necessity of coordination with the regional school organ; 3) principles of granting permissions to carry out scientific researches. The Ordinance does not concern researches accompanied by experiments.

10. ZARZĄDZENIE **Ministra Oświaty i Wychowania z dnia 22 grudnia 1974 r. w sprawie zmiany struktury organizacyjnej Instytutu Badań Pedagogicznych.** (The Ordinance of the Minister of Education and Schooling Dated December 22, 1974 Concerning the Change of Organizational Structure of the Institute for Educational Research). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1975, No. 1, item 3.

The Ordinance is an annex to the statute of the Institute for Educational Research given to it on the basis of the Ordinance of the Minister of Education and Schooling from July 20, 1972. A new organizational structure is defined here of the Institute for Educational Research consisting of 10 following institutions: Pedagogical Axiology, Fundaments of Didactic-Educational System, Modernization of Education and Schooling, Researches upon Educational Systems, Psychology, Methodology of Educational Researches, Organization of Education, Economics of Education, Comparative Pedagogy, Scientific Information. Four auxiliary sections are distinguished in the Institute (the Library among them).

See also: 99.

III. GENERAL INFORMATION ON EDUCATION

11. OKOŃ, WINCENTY: **Działalność Instytutu Badań Pedagogicznych.** (The Activity of the Institute for Educational Research). *Nauka Polska* 1975, No. 2, pp. 64–73.

The article discusses the activity of the Institute for Educational Research since its beginnings, i.e., 1949. The achievements are summed up in respect of scientific-research works, service-practical, organizational as well as staff activities. A detailed characteristics follows of the main trends of investigations carried out by the Institute. Much consideration is given to the discussion of prospects of a further development.

12. OKOŃ, WINCENTY: **Nauczanie problemowe we współczesnej szkole.** (Problem Education in Modern School). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 343 pp.

The publication is an expanded version of the book "The Elements of Problem Learning" published in 1965. The author makes a theoretical analysis of the processes of education emphasizing the problems concerned with the process of functioning of knowledge in students' consciousness. Consideration is also given to the structural apprehension of the contents of knowledge. The publication delivers examples of the practical employment of theoretically presented processes of education. Problem teaching-and-learning is presented here against the background of many-sided education as its integral component. In the book consisting of four parts, the author analyzes the processes of problem teaching-and-learning opposing the traditional school which bases upon the passive memory of the student against the modern school which employs a number of methods aiming to activate the student (part I). Main attention is devoted to the contents of modern school education, its changes, structure and components (part II). In part III, the problem education is discussed on the example of solving humanistic, mathematical and technical problems, whereas the questions of group education and problem education are presented in part IV.

13. OKOŃ, WINCENTY: **Słownik Pedagogiczny.** (Pedagogical Vocabulary). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 355 pp.

The vocabulary contains, apart from the strictly pedagogical terms employed in Poland and other countries, the entries concerning the contemporary Polish pedagogs, school systems in selected countries, institutions as well as educational and scientific-research organizations. In the analysis of particular terms an etymology is given of words of a foreign origin as well as a definition of terms and additional explanations together with synonymous forms in some cases.

14. OŚWIATA **i wychowanie w Polskiej Rzeczypospolitej Ludowej. Dorobek 30-lecia i perspektywy rozwoju.** (Education and Schooling in the Polish People's Republic. Achievements during Thirty Years and Prospects of Development). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 255 pp. il. tab.

The publication contains materials from the all-Polish scientific session which took place in Lublin on September 16 and 17 during the celebrations of the 30th anniversary of the Polish People's Republic. The materials are divided as follows: 1) a program report given by the Minister of Education and Schooling concerned with the aims and tasks of the reform of the system of national education in forming a developed socialist society as well as in satisfying its needs; 2) reports dealing with the development of school system and educational policy; 3) materials pertaining to two most important sections of our education — general secondary and professional; 4) reports on the problems of education; 5) reports connected with the development of pedagogical sciences as well as with the education of teachers; 6) materials concerning selected problems of education and schooling, e.g., patriotic-defensive education, physical training and sports, special education, etc. The materials from the session reflect the following problems: the development of education and schooling, their importance in political, social, economic and cultural changes of the country during 30 years of the Polish People's Republic as well as

the prospects of a further development of the system of national education taking into consideration the last achievements.

15. RAUZIŃSKI, ROBERT: **Pracownicy z wyższym wykształceniem na Śląsku Opolskim w latach 1956–1985. Dynamika i struktura zatrudnienia.** (Workers with High Education in the Opole Silesia in the Years 1956–1985. The Dynamic and Structure of Employment). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 178 pp. tab. bibl.

The aim of the publication is to characterize the state of distribution and employment of workers with higher education in the socialized economy of the Opole Voivodship in the years 1956–1970 as well as to define the indispensable needs of the region in respect of a further increase of employment of the staff until 1985. An analysis of an employment demand shows irregularities and shortcomings in the division and employment of the present staff with higher education. A lot of graduates work in professions not appropriate to their qualifications and profiles of their education. Much attention is given to the necessity of an active policy of rational and full employment of qualified staff with higher education. The investigations proved that the role and importance of the Opole Voivodship as a center of higher education have considerably increased in the sixties. The Opole youth is educated in the regional higher schools for the needs of an employment demand of the region. A further social-economic and demographic development of the voivodship sets important tasks before higher schools. The basic problem is to strengthen up the base of the modern higher schools as well as the trend of education.

16. REWOLUCJA **naukowo-techniczna a pedagogika pracy. Słownik terminologiczny.** (Scientific-Technical Revolution vs. Pedagogy of Work. Terminological Vocabulary). Instytut Kształcenia Zawodowego, Warszawa 1975, 126 pp.

The terminological vocabulary dealing with a research problem "The influence of a scientific-technical revolution upon the content of work and the defining of demands made for qualified workers in the conditions of

socialist economy" was elaborated for the needs of the Committee of Experts for the Vocational Education of the states belonging to the Council for Mutual Economic Aid. The Polish version, just like the versions of the other socialist states participating in the elaboration of "Vocabulary," consists of three parts: a) entries connected with the scientific-technical revolution and work; b) entries connected with the demands of the scientific-technical revolution in respect of the education of qualified workers; c) entries characteristic of the Polish relations concerning the structure and organization of vocational education and schooling. The Polish version of the "Vocabulary" contains 100 entries.

17. ŚLADKOWSKI, WIESŁAW: **Polonijne Centrum Kulturalno-Oświatowe Uniwersytetu Marii Curie-Skłodowskiej i Towarzystwa Łączności z Polonią Zagraniczną "Polonia."** (The Polonia Cultural-Educational Center of Maria Curie-Skłodowska University and the Society of Contacts with the Foreigners of Polish Origin "Polonia"). Druk. Uniw. M. Curie-Skłodowskiej, Lublin 1975, 15 pp. il.

The Polonia Cultural-Educational Center was set up in Lublin on January 15, 1975 as a part of Maria Curie-Skłodowska University on the basis of an agreement signed between the Society of Contacts with the Foreigners of Polish Origin "Polonia" and the rector of the University. The main aim of the Center is to spread knowledge about the Polish culture among the Poles abroad as well as to carry out scientific researches upon the problems of Polonia. A short historical outline is given of the social-economic development of Lublin, the economic, cultural and educational achievements in the Polish People's Republic (Lublin is nowadays a very important center of higher education — it has five higher schools). The history and development of Maria Curie-Skłodowska University are also described. The University was set up during World War II (October 23, 1944), in the Polish territories liberated from the occupants. The publication contains information about the plans of the Center. Numerous photographs are included as well as the plan of the university district in Lublin.

18. SZYMANEK, CZESŁAW: **Założenia polityki inwestycyjnej w oświacie.** (Assumptions of the Policy of Investment in Education). *Zbiorcza Szkoła Gminna* 1975, No. 2, pp. 6–12.

The present assumptions of the policy of investment in education provide that educational centers should be established comprising a kindergarten, elementary school, general secondary school as well as sports base, aiming to unify plans and to prefabricate the execution. In the light of the so formulated trend of the realization of school building, the author analyzes the problem of needs in this respect as well as the problem of the elaboration of new technical normatives of designing school objects. The question is also discussed of the modernization of the present objects.

19. WILOCH, TADEUSZ J.: **Rozwój i przeobrażenia systemu oświatowego w Polsce Ludowej.** (The Development and Changes of the Educational System in the Polish People's Republic). *Nowa Szkoła* 1975, No. 1, pp. 8–11.

The indices are presented of educational achievements defined by means of a number of schools and other educational institutions as well as of pupils and graduates in comparison with the prewar period. Structural and functional changes of education are considered consisting in the uniform pervious educational system from the kindergarten until postgraduate studies. Further structural solutions are discussed as well as prospects of development in connection with the new Act of the Diet of the Polish People's Republic in 1973, i.e., resulting from the expanding of the function of elementary education as well as from a new profile of higher studies.

20. ZALEWSKA-TRAFISZ, HALINA (ed.): **Edukacja w świecie współczesnym: z problematyki XXXV sesji Międzynarodowej Konferencji Oświatowej BIE.** (The Education Today: XXXVth Session of the International Conference of Education — BIE). Warszawa 1975, 120 pp.

The reports included in the publication discuss the problems which were a subject of the debates of the XXXVth

session organized by the International Bureau of Education UNESCO in Geneva in 1975. They are concerned with the basic trends in the development of education as well as with the evolution of the role of a teacher and its influence upon educating and raising professional qualifications of teachers in the course of their work. The publication contains the following works: A. Żakowa "The Problems Discussed during XXXVth Session of the International Conference of Education UNESCO–BIE," J. Wołczyk: "The Main Trends of the Development of Education," H. Zalewska-Trafisz: "An Access to Education and Innovation Movement," R. Wroczyński: "Education at a Distance," S. Krawcewicz: "The Evolution of Teacher's Role. Its Influence upon Education and Improvement," T. J. Wiloch: "The International Standard Classification of Education."

21. ZYGNER, HENRYK: **Problemy budownictwa szkolnego w obliczu reformy systemu edukacji narodowej.** (The Problems of School Building in the Light of the Reform of the System of National Education). *Zbiorcza Szkoła Gminna* 1975, No. 2, pp. 18–21.

On the background of the considerations of the reconstruction of the present structure of schools for the need of an environmental school, the author analyzes the problem of a district school, its functions and role in the rural environment. He concentrates upon the problems of the reconstruction of school building in order to provide schools with the equipment enabling them to fulfill environmental functions in respect of broadly understood education, culture as well as sport and recreation. Different organizational models of environmental schools are discussed as well.

See also: 108.

IV. SOCIAL AND EDUCATIONAL SCIENCES

22. BANASIAK, JAN: **Profil z technik rangowych. Opis metody i zastosowania. Ważniejsze wyniki dotychczasowych badań.** (Profile from Statistical Rank Techniques. The Description of Methods and Employment. The Results of the Present Researches). *Kwartalnik Pedagogiczny* 1975, No. 1, pp. 153–173. tab.

The author presents methodical assumptions, description and employment of one of the methods of analyzing the results of questionnaire investigations, so-called a profile from statistical rank techniques. An employment of this method is illustrated with the examples of researches attempting to define the patterns of youth's satisfaction from life as well as the social conditioning of these patterns. The researches were carried out through questionnaires and interviews embracing a sample of 400 persons from the rural environment. Such categories were distinguished in the profile of a pattern of satisfaction from life as: a participation in culture, social work, material conditions, social adaptation — relation with the social environment, family life. An analysis of the results of researches presents the advantages and disadvantages of the method employed.

23. DENEK, KAZIMIERZ and KUŹNIAK, IGNACY: **Probabilistyczne metody kontroli i oceny wiedzy uczniów.** (The Probabilistic Methods of Control and the Evaluation of Pupils' Knowledge). *Nauczyciel i Wychowanie* 1975, No. 1, pp. 79–85.

In the article, the probabilistic methods are discussed of evaluating the knowledge of studying youth in respect of the probabilistic properties of the control of pupils' knowledge. Four levels of acquired knowledge are distinguished in the course of education, i.e.: a) the level of facts; b) the level of "standardized operations"; 3) the analytical-synthetic level and the highest degree of acquiring knowledge; d) the synthetic level of creativeness. The structure of knowledge is reflected during control and evaluation of educational attainment. The probability of answering the whole set of questions con-

cerned with a given subject depending upon the answer to a given question is called a diagnostic burden of a question. The procedure is presented aiming to define it as well as the criteria of evaluating pupils' knowledge resulting from the probabilistic methods of control.

24. DENISIUK, LUDWIK: **Tabele punktacji sprawności fizycznej.** (Tables with Points of Physical Ability). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 91 pp. il. tab.

The work contains a comparative characteristics of motive ability of children and adolescents from Warsaw elementary, secondary and vocational schools, who were subject to investigations in 1963 and 1973, as well as tables with points elaborated according to the scale "T." In the course of the investigations a series of tests of an analytical type was employed enabling to evaluate the general physical ability as well as to draw conclusions concerning the degree of the development of separate features of motive ability. The tests employed measure the speed, dexterity, strength, power and endurance. The author introduced, for the first time in the Polish investigations upon the evaluation of ability, two important notions — solidity and accuracy of ability tests; modern methods of mathematical statistics were employed as well.

25. DOBRZYŃSKI, KAZIMIERZ: **Wychowanie w działalności kulturalno-oświatowej.** (Education in Cultural-Educational Activity). Instytut Wydawniczy CRZZ, Warszawa 1975, 116 pp.

The book is devoted to the problem of cultural-educational activity and consists of two parts. Part I, being divided into five chapters, includes general theoretical considerations of the new functions of cultural-educational activity. In part II, the author's suggestions are presented concerned with the new way of practical cultural-educational activities as well as the reflections upon their educational effects. The work is of a controversial character. The author presents his own points of view on the background of theoretical opinions about the concept "culture." Three fundamental fields of culture

are distinguished: culture of work, culture of attitudes, culture of needs. They are considered to be the fields of human activity in a society.

26. FILIPCZUK, HALINA: **Zapobiegamy trudnościom i niepowodzeniom szkolnym.** (Prevention of School Difficulties and Failures). Instytut Wydawniczy CRZZ, Warszawa 1975, 265 pp. bibl.

The book is a collection of suggestions for parents and teachers concerned with the child's education in elementary school. The author defines factors determining child's success in school education as well as suggests different ways of behavior in order to prevent failures. The suggestions are connected with the following problems: 1) the preparation of a child for school education; 2) the family atmosphere; 3) the state of health, psychomotoric development; 4) interests; 5) the way of life (child's daily schedule); 6) home tasks; 7) the evaluation of educational attainment; 8) the child's position in class; 9) the cooperation between school and parents; 10) parents' reactions to child's difficulties.

27. JANOWSKI, ANDRZEJ: **Poznawanie uczniów. Zdobywanie informacji w pracy wychowawczej.** (Getting Acquainted with Pupils. Information in Educational Work). Wydawnictwa Szkolne i Pedagogiczne 1975, 235 pp. tab. bibl.

The aim of the publication is to present the distinctive activities aiming to know the pupil as well as simple means of constructing research instruments enabling the teacher to get information about problems essential for educational work. Part I of the book is devoted to the information in respect of: a) basic concepts concerned with the distinguishing of pupils in the process of educational work; b) selected psychical features of pupils; c) phenomena occurring in a group of pupils; d) attitudes, values and aspirations of pupils; e) pupils' attitude toward school education; f) pupils' out-of-school activities as well as their social environment; g) teacher's acquainting with his work (reversible cognition). In part II, much consideration is given to the methods of getting infor-

mation as well as directions are included pertaining to an independent construction of simple practical instruments indispensable for the teacher in order to get the information needed.

28. KAWULA, STANISŁAW: **Świadomość wychowawcza rodziców. Stan aktualny, niektóre uwarunkowania i skutki oraz perspektywy.** (Parents' Educational Consciousness. The Present State, Some Determining Factors, Effects and Prospects). Uniwersytet M. Kopernika, Toruń 1975, 182 pp. tab. bibl. Sum.

The publication reports on the investigations aiming to: 1) describe the present state (diagnosis) of separate factors of parents' educational consciousness; 2) discuss its social conditioning taking into consideration parents' place of residence — village, little town, city, parents' profession, etc.; 3) present the relation between the level of parents' educational consciousness and some social and pedagogical effects; 4) evaluate the state of educational consciousness of parents from different environments and professional groups; 5) suggest social-pedagogical activity (program and forms) toward parents in order to enrich their educational consciousness with modern contents.

29. KOBLEWSKA, JANINA: **Poglądowość w kształceniu ustawicznym. Z doświadczeń różnych krajów.** (Visual Method in Permanent Education. From the Experiences in Different Countries). Instytut Wydawniczy CRZZ, Warszawa 1975, 219 pp. bibl.

The publication discusses the following problems: 1) the permanent education, origin, modern concepts, place in the reports on the state of the education; 2) the theory of many-sided learning and the permanent education; 3) didactic means, their classification and the place in the process of permanent education; 4) the employment of audiovisual means in educational centers; 5) the experience of socialist and capitalist countries (Canada, USA, France, Sweden, Great Britain). A list is also included of the equipment useful for the process of permanent education.

30. KOWALIK, KRYSTYNA: **Wychowanie w internacie. Wybrane zagadnienia.** (The Education in Boarding School. Selected Problems). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 244 pp. tab.

Main consideration is given to the general information about a boarding school (the development, functions, tasks) as well as to a detailed discussion about selected problems concerning tutelar-educational work, e.g., the organization of the life of youth, the educational work in a group, getting acquainted with wards, the planning of work and the choice of educating methods. The work also contains some remarks pertaining to the management of a boarding school. In the annex, organizational and methodical suggestions are presented which may be employed in searching for solutions adapted to the needs of particular institutions as well as a comprehensive bibliography of the problem is given.

31. KULPA, JAN: **Podstawy kształcenia ustawicznego.** (The Bases of Permanent Education). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 36 pp.

The work consists of three chapters. In the first chapter, the author discusses various conceptions of aims and character of the permanent education. Chapter II is devoted to the indispensable conditioning of the permanent education. The following conditions are described: a) the acquiring of generally indispensable knowledge and techniques; b) the development of individual thinking; c) an efficient way of learning — planning of one's own work, availing oneself of lectures, books and scientific articles; d) a general mental activity (studying and exploring). Chapter III contains directions for people controlling the processes of students' learning, employing various forms of the permanent education.

32. KWIECIŃSKI, ZBIGNIEW: **Środowisko a wyniki pracy szkoły.** (Environment and the Results of Schoolwork). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 205 pp. tab.

The work being of an empirical character deals with the problem of social and environmental factors determining

the effects of functioning of an elementary school from the point of view of a uniformity of education and the principle of youth's "equal start" from all the environments. The subject of the investigations were the effects of education in an elementary school, i.e., school knowledge, the level of mental abilities as well as youth's school lot directly after completing an elementary school. A vocabulary test for grades VIII by J. Konopnicki and M. Ziemba was employed as an index of pupil's knowledge as well as a test of silent reading with a comprehension elaborated by Foshay and Thorndike as an index of school abilities, whereas the whole effect of education was measured with a statement if a pupil would be admitted to a particular type of a postelementary school. The investigations were carried out in two stages at the beginning of school year 1971/1972 in grades VII and at the beginning of school year 1972/1973 in grades I of postelementary school in selected regions of the country. The following aspects of school functioning were taken into consideration: 1) pupils' place of residence and the effect of functioning of school; 2) social-professional status of a family; 3) some cultural conditions of a family; 4) organizational conditions of school; 5) self-reflection of differentiating the effects of functioning of school through an evaluation of educational attainment as well as reporting factors; 6) hidden social selections in the course of education in a uniform school.

33. ŁAŚ, HELENA: **Ocena aktywności społecznej absolwentów szkół podstawowych specjalnych i zasadniczej szkoły zawodowej specjalnej w opinii różnego rodzaju organizacji.** (An Evaluation of the Social Activity of Graduates from Special Elementary Schools and General Special Vocational School in the Opinion of Different Organizations). *Szkoła Specjalna* 1975, No. 1, pp. 33–44.

The considerations upon the social revalidation, organized by special schools for mentally deficient children, are based upon the investigations of graduates from special elementary schools which embraced a sample of 120 graduates. Only 50 percent out of this number continued education in a vocational school. The methods employed

in the investigations were: an analysis of school records as well as records of various organizations, interviews with organizational leaders, employers, graduates and parents, the writer's own observations as well as statistical methods. The article deals with an analysis of the following problems: the subjects' affiliation to different youth organizations, the social activity in an organization, factors determining the affiliation to an organization. The affiliation to an organization as well as the degree of involvement in work of an organization are the basis for evaluating a rehabilitation work of special schools in the preparation of pupils for the social life.

34. LEWOWICKI, TADEUSZ: **Psychologiczne różnice indywidualne a osiągnięcia uczniów.** (Individual Psychological Differences and Students' Achievements). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 215 pp.

The publication is an attempt to answer some of the questions concerned with the dependences between the selected features of a personality (and the individual differences in this respect) and the efficiency of education. Much attention is devoted to the presentation of the results of investigations upon the dependences mentioned above. The investigations were carried out on a sample of 28 schools in Poland and embraced several stages in the years 1969–1974. 1820 students from grades V–VIII and 310 students from secondary schools in all took part in the initial researches and the researches proper in which the following research methods were employed: a natural pedagogical experiment, an observation, psychological and didactic tests as well as an inquiry and an examination of records. The work consists of two parts. In part I, general theoretical assumptions of the investigations are defined, elementary conceptions are discussed as well as the organization, methods and means of investigations. In part II, empirical data are presented, in the light of which the author analyzes the dependences between the efficiency of education, the type of nervous system and a temperament; the efficiency of education and the intelligence; the efficiency of education, neurosis and the motivation for learning. A con-

sideration is also given to the dependences among: environment, individual differences and achievements in education, personal features and the efficiency of different strategies of education as well as the influence of the uniformity of elements of the didactic system upon the efficiency of education.

35. MACIASZEK, MAKSYMILIAN and WOŁCZYK, JERZY and WROCZYŃSKI, RYSZARD (ed.): **Szkoła i edukacja permanentna.** (School and Permanent Education). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 473 pp.

The publication is a collection of materials from the International Symposium devoted to the problem "School and Permanent Education," which took place in Warsaw in June 1974. It consists of four parts: part I contains the texts of introductory speeches and reports on the general problem, i.e.: the permanent education and the prospects of the school reform, the permanent education in UNESCO programs; others — in particular problems concerning the aims of education, the contents of school programs, school didactics, the role of audiovisual means, the role and tasks of the teacher as well as the problems of profession, education and raising the professional qualifications. Part II deals with the reports from researches, plans and needs of the permanent education. Part III contains fragments of the participants' statements, whereas part IV attempts to sum up the debates. The problem of permanent education is discussed in the book in the light of the latest knowledge and experiences in this field.

36. NIEMIERKO, BOLESŁAW: **Testy osiągnięć szkolnych. Podstawowe pojęcia i techniki obliczeniowe.** (Tests of School Achievements. Basic Concepts and Computation Techniques). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 295 pp.

The basic concepts are discussed in the publication as well as computation techniques employed in tests of school achievements and concerned mainly with the analyses based upon classical assumptions. In part I, the problems

are presented pertaining to the results of testing. The following concepts are discussed: 1) a didactic measurement — its instruments and utility; 2) statistical techniques in respect of defining central tendencies, variable quantities, correlation, analysis of factoring and statistical inference; 3) test scales, i.e., measurement scales, answers to test questions, a selection of a standardized sample, empirical norms, norms of requirements. In part II, devoted to the main features of the test, the following problems are discussed: 1) the concept of relevancy of the test, internal, diagnostic, prognostic as well as theoretical relevancy; 2) the concept of accuracy of the test, a standard error of measurement, practical methods of evaluating the accuracy of the test, an analysis of tasks as well as accuracy of verifying tests.

37. NIEMIERKO, BOLESŁAW and SUJAK-LESZ, KRYSTYNA: **Test sprawdzający wielostopniowy.** (A Multistage Achievement Test). *Kwartalnik Pedagogiczny* 1975, No. 1, pp. 123–130.

The authors present the principles of construction as well as an empirical verification of an achievement test being one of the tests measuring pupils' achievements. The subject of the investigations was an employment of the test discussed during lessons of physics in grade II of a general secondary school. The test was constructed and employed in two versions: O — with open assignments (a short answer was required) and Z — with close assignments (a choice was demanded to be made among four answers). The assignments of O and Z versions were similar in respect of the content, but different in form. The investigations embraced a sample of 52 pupils, that is why the results obtained cannot be generalized.

38. NOWAK, JADWIGA: **Wynalazczość i wychowanie.** (Inventiveness and Education). Ossolineum, Wrocław 1975, 218 pp. bibl. Sum.

The work is devoted to the process of origin and development of the creative thought as well as to the factors

determining this development. Part I of the book emphasizes the importance of the creativeness in the modern world as well as discusses psychological theories concerned with the possibilities of forming creative abilities — trends of the development of the pedagogy of creativeness. Other problems refer to the system of education, an institution, the inculcating of inventiveness in workers as well as to forms of stimulating rationalizers to creative work. In part II, the results are included of the investigations carried out on a sample of 1369 inventors and rationalizers aiming to show the moment of origin and development of creative thought as well as the course of the creative process and the personality of a creator. Part III presents a model of education in the creative culture starting from a kindergarten, school, and next — the adult education.

39. PODOSKI, KAZIMIERZ: **Koszty i efekty kształcenia ze szczególnym uwzględnieniem kształcenia ustawicznego.** (The Costs and Effects of Education; Special Consideration Given to the Permanent Education). Wydawnictwa Katalogów i Cenników, Warszawa 1975, 104 pp.

The author discusses the basic principles of the system and methods of financing schools as well as of other centers of permanent education, the notion of costs of education, the classification of costs and the methods of their analysis. While discussing the concept of the effects of education, the social, pedagogical and economic effects of education are distinguished as well as the basic problems of their investigation are presented. The author suggests the following methods to be employed in the research upon the effects of permanent education: an inquiry, an interview in institutions and an analysis of records of institutions concerning the graduates from schools and courses. Much attention is also given to the investigations upon the costs and effects of course education on the basis of the materials of the Main Statistical Office. In the conclusion, some suggestions upon the costs and effects of permanent education are included which, according to the author, should be carried out in the nearest future.

40. RACINOWSKI, SATURNIN: **Pomiar i ocena osiągnięć ucznia oraz sprawności pracy szkoły.** (The Evaluation of Students' Achievements and Effectiveness of Schoolwork). *Kwartalnik Pedagogiczny* 1975, No. 1, pp. 131–151, tab.

It is a methodological work on the evaluation of students' achievements as well as on the pedagogical activity of a teacher in a ten-year elementary school. The author reduces the evaluation of the effectiveness of the activity of both a school and a student to four parameters: 1) the effectiveness of pedagogical activity; 2) the economic management of pedagogical activity (students' achievements and schoolwork); the benefit from pedagogical activity; 4) the usefulness of the social pedagogical activity. The author presents the instruments for measuring and evaluating students' achievements and schoolwork which can be employed to measure the parameters mentioned above. In the conclusion, suggestions are included concerned with the inculcating in students and teachers of the self-control and self-evaluation of the effectiveness of pedagogical process.

41. RATAJ, MARIAN: **Uzdolnienia, kształcenie, praca.** (Abilities, Education, Work). Instytut Wydawniczy CRZZ, Warszawa 1975, 150 pp. tab. bibl.

The work presents the achievements and main tasks in respect of work upon an intensive development and rational employment of human abilities. The author concentrates upon the problem of developing abilities in an educational system. A discussion follows of the experiments pertaining to the formation of abilities mainly in the Soviet Union and the USA as well as in Poland. The prospects are described of educating able people in Poland as well as the possibilities and conditions are characterized of a rational employment of abilities in the course of vocational work.

42. REMBOWSKI, JÓZEF: **Metoda projekcyjna w psychologii dzieci i młodzieży. Zarys technik badawczych.** (Projection Method in Psychology of Children and Youth. An Outline of Research Techniques). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 368 pp. tab. il. bibl.

A survey is included in the work of projection techniques employed in the research upon the personality as well as upon its components. The author discusses the concept and kinds of projection, the place of projection techniques among other techniques and scientific methods, particular techniques together with the basic directions of their employment as well as the results of his own investigations obtained by means of some of these techniques. In part I, theoretical problems are considered pertaining mainly to: 1) the concept of projection, among other things the kinds of projection, the process of projection and a characteristics of projection techniques; 2) the rudiments of the projection theory and its connection with psychological theories; 3) kinds of projection techniques and the range of their employment. Much attention is devoted in part II to particular techniques such as: 1) picture techniques, among other things, tests by: H. Rorschach, H. Murray, D. van Lennep, L. Bellak and S. Bellak, G. Blum, P. Symonds, S. Hartwell, S. Epstein, E. Schneidnau, S. Rosenzweig, L. Jackson, R. Pickford, J. Howells and J. Likorish, J. Kagan and J. Lemkin, W. Williams, R. Gille, J. D. Cummings, J. Chambers; 2) verbal techniques, i.e., techniques supplementing unfinished stories and fairy tales; techniques of free word-associations and techniques supplementing unfinished sentences; 3) graphic techniques — the Test of Drawing Family by L. Corman and the Test of Drawing Tree by K. Koch among them, 4) play techniques of free games; a spontaneous puppet show and directed games — the Test of Scene by G. van Staabs and the Test of Family Relations by E. Bone and J. Anthony.

43. REMBOWSKI, JÓZEF: **Jedynactwo dzieci w domu i w szkole.** (Single Children at Home and at School). Ossolineum, Wrocław 1975, 131 pp. bibl. Sum.

The work, being a result of empirical researches carried out by the author in 1970 on a sample of 265 children (being the only ones in the families) from elementary schools in Gdańsk, attempts to present the fact of single children from a psychological point of view. The parents of children subject to investigations constituted the

second research group. The third control group embraced children from families with three or more children with the aim of comparing the results of investigations carried out by the author with the results of those ones carried out in families with more than one child. Two projection tests by L. Corman, E. Bere and J. Anthony constituted the basic method of gathering information about the attitudes of children toward their parents and other persons in the family. A questionnaire of pupil's behavior elaborated by E. Shaefer and M. Aaronson was employed together with a colorful test by J. Raven in order to define the children's intellectual development. A questionnaire elaborated by the author served as a method of collecting data in the home environment of children under investigation. In the light of the investigations, an only child in the family is presented on the background of family life and interactions among parents. Parents' attitudes are characterized toward bringing up children as well as toward family roles. Much attention is devoted to the adaptation of children to the tasks, conditions and environment of school.

44. REMBOWSKI, JOZEF: **Przystosowanie społeczne dziewcząt jedynaczek.** (Social Adaptation of Girls Being the Only Children in the Family). *Kwartalnik Pedagogiczny* 1975, No. 1, pp. 175–187. tab.

The article contains a review of the world investigations upon the problem of children being the only ones in the family as well as a relation of the author's researches upon nonadaptation of such girls for life and school tasks and upon differences between them and children from numerous families. The researches embraced a sample of 100 single girls, 100 single boys as well as 50 girls aged 16–17 from numerous families. The information was gathered by means of a questionnaire elaborated by E. Schaefer, M. Aaronson and B. Burgoon as well as of an interview. The results obtained in scales were subject to a statistical analysis in order to present some dependences between the behavior of single girls and the behavior of other groups under investigation.

45. SICIŃSKI, ANDRZEJ: **Młodzi o roku 2000. Opinie, wyobrażenia, postawy**. (Youth about 2000 Year. Opinions, Images, Attitudes). Instytut Wydawniczy CRZZ, Warszawa 1975, 169 pp. tab.

The work presents and analyzes the international comparative researches upon the images and opinions concerning the future (2000 year) which were carried out by means of inquiries in the years 1967–1968. They were coordinated by the European Center of Coordination and Records in the Social Sciences (Vienna) and embraced a sample of people aged 15–40 from 11 states (Czechoslovakia, Spain, Great Britain, India, Japan, Holland, Norway, Finland, Yugoslavia, Federal Republic of Germany), 990 persons from Poland being among them. The results of the researches obtained in Poland are presented as well, on the background and in comparison with the results obtained in the other states under investigation.

46. TRAWIŃSKA, MARIA: **Konkurencyjność grup odniesienia w okresie dojrzewania. Rodzina a grupa rówieśnicza.** (The Competition of Reference Groups in the Period of Adolescence. Family and Group of Children of the Same Age). *Problemy Rodziny* 1975, No. 2, pp. 30–39.

In the work, an attitude is analyzed of a family group and a reference group toward a sexual life in the period of awakening interests and a "sexual start." The investigations upon the youth from the country as well as upon working and intelligentsia youth constitute the empirical basis. They were carried out by the author in 1970 by means of 620 comprehensive biographical inquiries and questionnaires. Main attention is devoted to a sexual knowledge of youth subject to research as well as to its emotional life from the point of view of interhuman relations. The level of sexual knowledge and emotional life of youth are analyzed contrasted with sexual behaviors or their absence.

47. WIĘCKOWSKI, RYSZARD: **Nauczanie zróżnicowane.** (Differentiated Education). Nasza Księgarnia, Warszawa 1975, 212 pp. tab. bibl.

The author considers the problem of overcoming the antinomy between the uniformity of education and an existence of individual differences in particular groups of pupils. Main attention is given to the following problems: 1) differentiated education, its essence, means of realization. A discussion follows of the concepts of differentiated education, contents education, organizational education as well as of contents-organizational education; 2) uniform and differentiated choice and arrangement of educational contents; the problem of school programs in pedagogical literature is considered as well as the problem of individual differences in a choice and arrangement of educational contents, language differentiation of a school program, pupils' specialization and a contents differentiation of a uniform program; 3) organizational forms and methods of pupils' differentiated work. The concept is discussed of organizational forms and methods as well as their classification, differentiation in an employment of problem methods and organizational forms of pupils' differentiated work; 4) pupils' differentiated homework; 5) the function of equalizing work in differentiated education; and 6) the role of differentiated education in a social integration of pupils' group.

48. WILOCH, TADEUSZ (J.): **Założenia pedagogiczne szkoły środowiskowej.** (Pedagogical Assumptions of an Environmental School). *Nowa Szkoła* 1975, pp. 15–17.

The article discusses the characteristic features of an environmental school, the range of its activity as well as the basic conditions of the organization of work in the modern education. The functions are also described of an environmental school in the Polish conditions, i.e., in the conditions of the existence of other out-of-school cultural-educational institutions, e.g., cultural centers of children and youth.

49. WOŁCZYK, JERZY and MIKA, STANISŁAW: **Kształtowanie postaw w socjalistycznej szkole.** (The Formation of Attitudes in the Socialist School). *Kwartalnik Pedagogiczny* 1975, No. 1, pp. 55–70. Sum.

The process of the formation of attitudes in the socialist school is discussed on the background of a general characteristics of the system of education in Poland. The authors are mainly concerned with the function of school in respect of the formation of definite attitudes. Much attention is devoted to characteristics of enterprises of the department of education and schooling aiming to intensify the process of education. The main aims are also considered of the socialist education as well as the psychological regularities are presented occurring in the process of the formation of attitudes of children and youth.

See also: 66, 75.

V. TEACHER'S PROFESSION

50. KRAWCEWICZ, STANISŁAW: **Instytut Kształcenia Nauczycieli. Geneza, funkcje, struktura, perspektywy.** (The Institute for Teachers' Training. Origin, Functions, Structure, Prospects). *Nauka Polska* 1975, No. 3, pp. 72–84.

The article discusses some forms of the activity of the Institute for Teachers' Training, i.e., the formation of new teachers' staff as well as raising the professional qualifications and vocational self-education of all professionally active teachers. This activity is expressed in conception works concerned with the trends and programs of studies, in research works connected with the evaluation of the effectiveness of education and raising professional qualifications as well as in organizational works pertaining to the setting up of a new base for — educating teachers, e.g., an introduction of radio and television to the education of teachers (a series of lectures at the Radio-Television University for Teachers). The Institute for Teachers' Training was set up in 1972 as a scientific-didactic center subordinate to the Ministry of Education and Schooling. It has its regional departments called the Institute for Teachers' Training and Educational Researches fulfilling the function of scientific-didactic and scientific-research centers.

51. KRYSIŃSKI, JÓZEF: **Nowe ogniwo w systemie nadzoru pedagogicznego.** (A New Link in the System of Pedagogical Control). *Nowa Szkoła* 1975, No. 2, pp. 8–10.

The article attempts to solve some problems concerned with the work of subject school inspectors. It discusses two basic functions of a pedagogical control — the function of pedagogical counselling and the control function — as well as defines the scope of activities indispensable to reach the aims and fulfill the tasks of school inspectors-methodologists. A detailed characteristics follows of working methods.

52. ŁAŚ, HELENA: **Pedagog szkolny jako koordynator działań dydaktyczno-wychowawczych.** (School Pedagog As a Coordinator of Didactic-Educational Activities). *Nowa Szkoła* 1975, No. 3, 15 pp.

The considerations are devoted to the role of a school pedagog in the process of schoolwork. Four scopes of a school pedagog's activities are characterized, e.g.: the coordination of educational influences upon the child, the coordination of didactic-educational activities, the coordination of tutelar activities as well as the coordination of school influences upon the environment.

53. PANER, JAN LECH: **Problemy informacji naukowej, technicznej i ekonomicznej w pracy pedagogicznej.** (Problems of Scientific, Technical and Economic Information in Pedagogical Work). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 270 pp. tab. bibl.

The work concentrates on the selected problems concerning the information as well as the scientific-technical and pedagogical records. Pedagogical information is considered to be a specific problem, being very important for teachers, scientific workers and workers of the administration. In part I, a network is characterized of the information in Poland as well as its function and activity. Part II is devoted to the activity of international centers of pedagogical records and information.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI.1. PRESCHOOL

54. BIAŁOŁĘCKA, HELENA and DUNIN-WĄSOWICZ, MARIA: **Pomoce graficzne w wychowaniu przedszkolnym.** (Graphic Aids in Kindergarten Education). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 221 pp. tab. il.

The author discusses the essence and the function of kindergarten didactic aids in educational-didactic work of a modern kindergarten as well as the means of their employment in kindergarten practice. Examples are given of the employment of graphic aids in extending children's knowledge, in developing the vocabulary as well as the ability to communicate and in developing mental faculties by means of such didactic games as: games based upon counting and recognizing geometrical figures, exercise books with pictures to be painted, didactic slides. Finally, the history is described of kindergarten didactic aids as well as a list is presented of graphic aids for kindergartens and a bibliography.

55. SOKOLUK, WIESŁAW: **Funkcjonowanie programu wychowania w przedszkolu w zakresie pracy wyrównawczej.** (Functioning of the Program of Education in Kindergarten in Respect of Leveling Work.) *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 2, pp. 19–24.

On the basis of the investigations carried out in 12 kindergartens in a great city, town and in the country on a sample of 496 children, 151 of them being subject to special educational treatments — the author attempts to define the possibilities of corrective work of a kindergarten in respect of: 1) overcoming the difficulties in mental operations; 2) disturbances in speech; 3) motive competence; 4) disturbances in the dynamic of nervous and emotional processes; 5) the state of health. In the investigations the method was employed of the analysis of documents: "environmental interview," "group

questionnaire" as well as exercise books of leveling work and cooperation with parents. A comprehensive interpretation of the results of the investigations is also included in the article.

VI.2. PRIMARY

56. BOBROWSKA, ŁADYSŁAWA and KARIPIDIS, KRYSTYNA and POPEK, STANISŁAW: **Plastyka w klasach początkowych. Materiały metodyczne do wychowania plastycznego w szkole podstawowej.** (Fine Arts in Grades for Beginners. Methodical Materials for Fine Arts in Elementary School). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 96 pp. tab. il. bibl.

The work consists of three parts. In part I, the concept is discussed as well as the essence of child's artistic expression and the process of perception. Much stress is given to the importance of artistic education in the general development of the student and in the formation of personal features which constitute the creative attitude (an urge to innovate, emotional involvement, sincerity and self-belief as well as esthetic susceptibility); the factors are also presented enabling a child's artistic development, e.g.: perception and interpretation, imagination and transposition, artistic thinking and creative transformation of the reality, experiencing and expressing emotional contents through the artistic creation. Part II contains a discussion of assumptions, aims and means of the realization of this subject of teaching, the methods of teacher's work, the organization and planning of artistic occupations as well as the criteria of the evaluation of the results. In part III, a vocabulary is presented of names, concepts, activities and subjects concerning the artistic education. The annex gives consideration to the examples of children's artistic works.

57. DĄBROWSKI, ZYGMUNT: **Poznanie i działanie. Zespołowe zadania techniczne dla kl. 5–8.** (Study and Work. Group Technical Tasks for Grades V–VIII). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 207 pp. il. tab.

The problem of connecting the process of studying the reality with its transformation is discussed in the pub-

lication with reference to education at technical courses. The work includes considerations of the causes of divergences and convergences between school education and practical activity. The function is also presented of technical courses in general education as well as the difficulties faced by teachers. A description of the course and results of researches upon the general technical education, mainly of experimentally carried out group technical tasks in grade VI leads to the formulation of principles of a choice of subjects and methods of work with pupils. In part II of the publication, a choice is included of such tasks divided among grades V–VIII. The experimental researches which became the basis of an elaboration of a series of group technical tasks were carried out during one year in grade VI of an elementary school. An experimental grade had to fulfill five tasks. The aim of the investigations was to verify a hypothesis that pupils taking part in appropriately selected and fulfilled group technical tasks acquire more technical and physical knowledge and that they apply it much better in order to solve practical technical problems than their friends who have learned the same technical and physical contents in a traditional way.

58. GĘBURA, GUSTAW and SUBIETA, ROMUALD: **Metodyka eksperymentu fizycznego w szkołach podstawowych.** (Methodology of Physical Experiment in Elementary Schools). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 419 pp. il.

The work consists of three parts. Part I presents a theory of physical experiment in an elementary school; part II is devoted to a description of educational means constituting the basic equipment of a school physical laboratory. Part III describes the technique of employing show experiments in separate fields of physics. Descriptions of particular exercises are preceded by a short introduction in which, on the background of the structure of educational material, a role and function are emphasized of a show experiment as well as of employed educational means. The technical and methodical difficulties connected with a show experiment of definite problems are also pointed out. One of the author's assumptions is

to increase the functions of separate educational centers in different situations and sections. The exercises are followed by a series of questions which are supposed to test the basic knowledge, to draw attention to the methodical and technical difficulties connected with a particular experiment.

59. KOJS, WOJCIECH: **Uwarunkowania dydaktycznych funkcji podręcznika.** (Didactic Functions of a Manual). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 207 pp. il. tab. bibl.

In the work, the results are presented of the investigations upon the employment of a manual in grades V–VIII in teaching Polish language, history, biology, geography, physics and chemistry. The author analyzes the concept of a didactic system, its arrangement as well as aims and tasks of education. Considerations of the aims of education enable the author to characterize the structure and functions of a school manual. Problems are also included pertaining to the sensory, symptom and announcement cognition, a great stress being laid upon the efficiency of announcement. Among different elements of a methodical structure of a manual the author emphasizes the problem of questions and instructions in the process of education. On the basis of the results of investigations upon the structure and didactic function of questions as well as upon the function of general concepts employed in order to appoint tasks, new sets of questions were elaborated. The results of researches upon the employment of those sets are presented as well.

60. KOŚCIELECKI, STEFAN: **Współczesna koncepcja wychowania plastycznego.** (Modern Concept of Artistic Education.) Państwowe Wydawnictwo Naukowe, Warszawa 1975, 221 pp. 40 tab.

The author discusses the modern concept of artistic education being much broader from the traditional one based upon the principle of participation in art and culture. It introduces us into the essence of artistic problems as well as into the comprehension of the creative process. The artistic education should take into consideration all the stages of the creative process such as: an observation

of nature, emotional thinking, decision to take action as well as a creative process itself. According to the author, the artistic education is based upon the scientific foundation of physics, psycho-physiology as well as upon the knowledge about the artistic form. The experiment is described made in the Gallery and Center of Children's Artistic Creation in Toruń in order to present the possibilities and effects of the artistic education. The workers from the Gallery as well as children aged 7–14 attending the laboratory were subject to the experiment. The program of exercises for the period of the four years of education entitled: "Open eyes for the open mind," comprises the following problems: basic concepts, combinations of basic concepts (contrast, relativism), an arrangement (relationships of combinations of basic concepts). The program of the next 4-year stage of the artistic education is called: seeing, expressing, imagining, constructing. The results of the experiment are illustrated with the photos included in the book.

61. KRAJEWSKI, TADEUSZ: **Kształtowanie struktur wiedzy w procesie wielostronnego uczenia się i nauczania biologii w szkole podstawowej.** (The Formation of the Structures of Knowledge in the Process of Many-Sided Learning and Teaching Biology in an Elementary School). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 57 pp. il. tab.

The publication originated during a series of experiments made in the Department of General Didactics in the Institute of Pedagogy of Adam Mickiewicz University in Poznań in cooperation with the managers and teachers from three elementary schools in Poznań and three elementary schools from Poznań neighborhood. The work consists of three parts: in part I, the structure of knowledge is discussed as well as the structuralization of the educational contents; the basic concepts are also introduced pertaining to the structure of knowledge. Part II is devoted to the formation of the structures of knowledge in the process of many-sided learning and teaching biology. Part III gives exemplary, practical solutions and their effects. Researches carried out by means of soundings prove that the trends of work upon the structuralization of educational contents elaborated in the course

of experimental investigation may be extended to other subjects and grades of learning as well as to other types of schools.

62. KRAWCZYK, ZOFIA: **Wprowadzenie do kultury plastycznej — kształtowanie percepcji.** (An Introduction to the Culture of Fine Arts — the Formation of Perception). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 232 pp.

The work deals mainly with museums as institutions of esthetic education in respect of fine arts. It consists of three parts. Part I contains abundant information about the past of collectorship and museums in Poland as well as about the present state. In part II, a museum architecture is described starting from the old times until now and various types of museum exhibitions are mentioned from the point of view of the best perception. The last part is devoted to pedagogical contents. These are educational functions of a contemporary art museum. The author presents a pedagogical conception of such a museum, emphasizes the need of familiarizing a new viewer with the visual culture as well as of generalizing the knowledge about art. The conception presented is based upon the conclusions drawn from empirical investigations concerning various forms of a museum cooperation with school — excursions, exhibitions, museum lessons, museum's care over schools and other.

63. KULIGOWSKA, KRYSTYNA: **Problemy indywidualizacji nauczania.** (The Problems of Individualization in Teaching). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 229 pp. tab.

The publication presents a number of factors influencing the discrepances between the aims of didactic work, the intentions of the teacher and the results of schoolwork, i.e., distinguishing and taking into consideration in schoolwork individual differences among students. The author emphasizes the increase of the importance of the problem of individualization in teaching, explains the similarities and differences among such notions as: individualization, differentiated teaching, differentiation of school, didactic differentiation, as well as presents some trends and

means of solving individual differences among pupils (chapters I and II). The attitude is discussed of teachers toward individual differences among pupils as well as an attempt is made to show if the teachers appreciate the increase of importance of the problem of differentiating pupils, if they perceive individual differences among pupils from one class and which of these differences are taken into consideration in work during the lesson as well as in out-of-school occupations connected with the lesson (chapters III and IV). Experiences are described of teachers in this field (chapter V) as well as conditions are discussed which either promote or impede the individualization of teaching and suggestions are presented attempting to improve the teacher's work in this field.

64. ŁOBOCKI, MIECZYSŁAW: **Współudział uczniów w procesie dydaktyczno-wychowawczym.** (The Participation of Students in Didactic-Educational Process). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 335 pp. tab. bibl.

The work presents some definite forms of the participation of students in organizing lessons, as well as in their planning, preparing, running and evaluating. Main attention is given here to social-humanist subjects, e.g., Polish language, history and civil education. In four chapters of the book, the author analyzes many problems concerned with the conceptions of the greatest possible activation of students in a particular social activity. The investigations are also discussed upon the educational efficiency of the participation of students in the organization of lessons (on the example of Polish language in V and VIII grades). These investigations which were carried out in the Elementary School No. 35 in Lublin in the years 1970–1972 embraced a sample of 10 grades in the school year 1970/1971 (6 experimental and 4 control ones), whereas 6 grades in the school year 1971/1972 (3 experimental and 3 control ones). They based upon such methods as: an observation, a talk with students, an inquiry.

65. NIECIUŃSKI, STANISŁAW: **Rozwój społeczny dzieci sześcio- i siedmioletnich rozpoczynających naukę szkolną.** (The Social

Development of 6- and 7-Year-Old Children Beginning Their School Education). *Wychowanie w Przedszkolu* 1975, No. 2, pp. 59–64.

The article deals with the characteristic changes in the social development of children aged 6 and 7 beginning their school education, referring to some problems of the school maturity. The basis of the considerations are the results of investigations upon the forms of social activity of 6- and 7-year-old children in grades I. These investigations were carried out in elementary schools of Nowa Huta in the school year 1969/1970 and embraced a sample of 4 grades I, among them 2 experimental ones with 6-year-old children and 2 control ones with 7-year-old children; 134 children in all were subject to investigations (60 from experimental classes and 74 from control ones). The following methods were employed in the investigations: an observation of child's social behavior by the teacher on the basis of the questionnaire by M. Przetacznikowa and M. Pelcowa, an experiment concerned with the cooperation in groups, sociometric researches, preliminary talks with children, an exemplification method, an interview with parents, tests in Polish language and mathematics.

66. RATAJ, MARIAN: **Rozwój oświaty i wychowania w gminach.** (The Development of Education and Schooling in Districts). *Zbiorcza Szkoła Gminna* 1975, No. 1, pp. 10–12.

The author characterizes the main phenomena and trends occurring in the activity of school districts in Poland. The possibilities are presented of improving their activity, mainly pedagogical one. The basic conditions are mentioned of the reconstruction of education in other districts, e.g.: ensuring an indispensable local basis, didactic equipment (laboratories, cabinets, libraries, reading rooms, etc.) as well as qualified teachers for particular subjects being taught and comfortable, safe means of transporting pupils to schools.

67. SZCZEPKOWSKI, ANTONI: **Nauczanie rysunku technicznego w 8-klasowej szkole podstawowej.** (Teaching Technical Draw-

ing in Grade VIII of Elementary School). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 176 pp. tab. il.

The book is a methodical aid in the realization of polytechnic education at school. It contains the basic information about the drawing-office material and drawing instruments, the importance of normalization in technical drawings, geometrical constructions, projecting, developed view of prismatic solids and solids of revolution, drawing objects in convergent and parallel perspective as well as in an axonometric way, the measuring and marking of welded, rivet and screw joints. A discussion follows of freehand sketching, simple assembly drawings as well as of an employment of instructional aids and their conservation.

See also: 65, 101.

VI.3. SECONDARY

68. BIAŁECKI, IRENEUSZ: **Funkcjonowanie olimpiad matematycznych.** (The Functioning of Mathematical Competitions). Ossolineum, Wrocław 1975, 192 pp. tab.

The book reports on the investigations upon the results from mathematical competitions carried out on a sample of students from secondary schools since 1949. The aim of the investigations is to answer the questions: a) what is the prognostic value of the results of selection in the course of competitions on the background of school selection; and b) what is the difference between the social framework of a group of winners and the categories selected in separate schools. As a research method, an analysis of questionnaires and inquiries was employed sent to all the winners between the years 1949–1970; 128 answers came. As a comparative material, 120 persons were selected from each of three higher schools as well as from among the scientists — members of the Mathematical Society. The investigations also embraced all the participants of the competition from the school year 1971/1972. The data obtained in the secretary's offices of higher schools as well as interviews with the scientific

workers from the Warsaw Committee of Mathematical Competitions constituted a supplementary source of information. In the light of the results presented in this work the prognostic value of the competition selection surpasses the school selection. Studying winners obtain good results, they also distinguish themselves in their professional work. The results of the investigations prove that such factors influence the course and results of competition selection as: students' place of residence, social origin as well as type of school.

69. GORA, BARBARA: **Struktury biologiczne w nauce i nauczaniu: studium z biologii teoretycznej i dydaktyki biologii.** (Biological Structures in Learning and Teaching: Study of the Theoretical Biology and Biological Didactics). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 319 pp. il. tab.

The publication is a monograph devoted to biological structures in learning and teaching. In part I, some contemporary methodical problems of biology are pointed out. A detailed characteristics follows of a scientific description, explanation and understanding in biology. Much consideration is given to selected philosophical problems of the knowledge concerned with life and organic structures. The biological thinking in the process of education as well as its main forms and their structures are presented in an epistemological aspect in part II. Cognitive, inductive and deductive, discursive and intuitive, dynamic and static, theoretical and practical, independent and creative biological thinking is characterized in a general way. The importance is discussed of biological structures in the theory of education and school practice as well as the conditions are defined of their formation in an elementary, a general secondary and a vocational school.

70. KOMOROWSKA, HANNA: **Nauczanie gramatyki języka obcego a interferencja.** (Teaching Grammar of Foreign Language and Interference). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 172 pp. il. tab.

The publication is devoted to the problems of interference and teaching grammer of a foreign language. Prob-

lems are also discussed connected with more broadly grasped psycho-linguistic attitudes of the process of language activation and experimental investigations on them (the newest opinions are presented of the Polish and foreign methodologists about teaching foreign languages). The considerations included in the first four chapters of the book are of a theoretical character, whereas the other chapters contain practical methodical suggestions useful for teachers of foreign languages. Much attention is devoted to the examples of exercises in English concerned with the typical interference mistakes as well as with the means of avoiding them.

71. MACIASZEK, MAKSYMILIAN: **Model dziesięcioletniej szkoły średniej.** (The Model of a Ten-Year Secondary School). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 2, pp. 5–18.

A detailed characteristics is given of the works of the Institute for School Programs taken up in connection with the modernization of the school system in Poland. These works concentrate upon the program of education in a planned ten-year general secondary school. The author presents nine general principles of creating the model of this school, the structuralization and hierarchization of educational contents as well as the state of works and plans of the Institute concerning the verification of the elaborated projects in the course of experimental and tentative inculcating researches.

72. SUCHOŃSKI, ADAM: **Przeźrocza w nauczaniu historii.** (Slides in Teaching of History). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 131 pp. tab. bibl.

The work is devoted to the considerations of the possibilities of employing slides mainly during the lesson and as a part of out-of-the lesson activity. A didactic theory is confronted with an educational practice by means of examples verified in the course of empirical investigations, which were carried out on a sample of 11 elementary schools situated in different environments in the years 1970–1973 and embraced 244 teachers of history as

well as 2876 pupils. An attempt is made in the publication to show — on the basis of abundant illustrative material — the possibilities of synchronizing the subject of slides with the program of teaching history in an elementary school. Suggestions included as well as examples in respect of didactic attitudes are supposed to be an inspiration for the teacher's constant meditations and explorations.

73. SZYBKA, CZESŁAW: **System pojęć w licealnym kursie historii.** (The System of Notions in the Secondary School Course in History). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 83 pp. il. bibl.

The considerations included in the book constitute the fifth stage of the works done in the Institute for Educational Research, aiming to change the present system of teaching history in Polish schools. The modernization of the present system of education takes place according to the postulate of an integral connection between the knowledge and the activity. The work is of a methodological character. It is concerned with the elaboration of the system of historical notions in a secondary school course of history. The problem is discussed of the differentiation, variability and the essence of historical notions as well as the problem of combining them in a definite system. Main attention is given to the analysis of horizontal and vertical structures of the contents in the program of teaching history in a secondary school as well as to their properties. The author emphasizes the need to expand the vertical structures of the contents of horizontal structures. It is — according to the author — the way to elaborate a system of notions.

74. WOŹNICKI, TADEUSZ: **Z zagadnień modernizacji nauczania języków obcych na przykładzie języka francuskiego.** (Modernization of Foreign Language Teaching on the Example of French Language). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 193 pp. tab. bibl.

The publication presents the achievements of linguistics, psychology, psycho-linguistics as well as of pedagogy

which, so far, have been too little employed in foreign language teaching. The author bases upon his own many-year investigations carried out in the Institute of Pedagogy as well as upon the investigations carried out in international centers, mainly the French research centers, e.g.: CREDIF in Saint-Cloud, BELC in Paris and Trésor de la Langue Française in Nancy. In part I, devoted to general theoretical problems, a definition is given of the notion of the language as well as the process of language communication is presented by means of cybernetic diagrams together with the description of separate phases of the process of acquiring the foreign language referring to the achievements of psychology and psycho-linguistics. Part II gives a detailed characteristics of the difficulties in acquiring particular systems of the language (phonic, lexical and morphosyntactic) and a selection of language material.

VI.4. VOCATIONAL

75. BARCZYK, AUGUSTYN: **Rekreacyjne ćwiczenia śródwarsztatowe.** (Recreation Exercises in Workshops). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 295 pp. il. bibl.

The work is devoted to the recreation exercises in workshops as one of the forms of health in respect of an effective opposition to the negative influences of workshop work upon young organisms of students from vocational schools. The book consists of three parts. In part I, the basic information is included concerning the structure and functioning of a human organism as well as his work and tiredness resulting from it. The author gives consideration to the importance, purposefulness and necessity of employing active forms of rest during a break at work in a workshop. Part II discusses the problems connected essentially with the recreation exercises in a workshop. Exemplary sets of such exercises are given in part III. In the conclusion, selected rules and regulations may be found of the educational authorities concerning recreation exercises as well as a comprehensive bibliography.

76. GODLEWSKI, MICHAŁ: **Efektywne formy i metody procesu dydaktyczno-wychowawczego kształcenia kadr kwalifikowanych w Polskiej Rzeczypospolitej Ludowej.** (The Efficient Forms and Methods of a Didactic-Educational Process of Educating Qualified Staff in the Polish People's Republic). *Szkoła Zawodowa* 1975, No. 1, pp. 1–3; No. 2, pp. 1–4.

The writer discusses the following problems: a) the principles of reforming vocational education according to the needs of the national economy as well as the activity of the educational department aiming at an organizational and program improvement of vocational schools; b) the permanent education of a qualified staff resulting from the need of permanent raising of workers' professional qualifications; c) the raising of the level of technical education as well as pupils' education by: 1) organizing groups preparing for vocational work in elementary schools; 2) organizing classes of a mathematical-physical and biological-chemical character in secondary schools; 3) out-of-school occupations (circles of interests) and social works. On the background of these considerations, the author presents a model of a future teacher.

77. JANICKI, LUDWIK: **Prace Instytutu Kształcenia Zawodowego nad nowym modelem szkoły zawodowej.** (The Works of the Institute for Vocational Training upon the New Model of Vocational School). *Szkoła Zawodowa* 1975, No. 2, pp. 12–14.

Main attention of the article is given to the following trends of works of the Institute for Vocational Training: a) a modernization of the nomenclature of professions; 122 broad-profile professions are considered in technical schools as well as 78 in general vocational schools; b) works upon the plan and educational programs of 14 selected broad-profile professions which contain new tasks for schools: graduates must be adequately prepared for independent gathering and selecting information as well as for applying it in certain practical situations. Many teachers of a given profession are participating in the work upon the program. The new programs have been verified by means of experiments in 50 vocational schools, especially selected and prepared for it.

78. KARPIŃSKI, JAN and KOZIŃSKI, FRANCISZEK: **Praktyczne nauczanie zawodu w szkołach elektrycznych i mechanicznych.** (Practical Vocational Education in Electrical and Mechanical Schools). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 340 pp. il. tab. bibl.

The publication contains materials concerned with the complex problems of the methodology of vocational education of manual and mechanical metalworking as well as of electromechanics. While discussing the psychological basis of conducting practical lessons, the authors deal with the problem of factors of a psychical development as well as with the problem from psychology of work (the interaction man–work, fitness for work in a given profession, a psychological analysis of the process of educating work and profession, a role of psychology in practical lessons). Much consideration is given to the methods and principles of education. The author analyzes the program of education, mentions various kinds of learning, discusses the control and evaluation of pupils' work as well as criteria and elements of pupils' appraisal. The last problem discussed in the book is the preparation of teachers for practical lessons, factors determining the necessity of preparation, sources of shortcomings and errors made by teachers in conducting practical lessons, plans of practical lessons as well as raising professional qualifications and methodical improvement of teachers.

79. MANDELSKI, JÓZEF and RODEWALD, WŁODZIMIERZ: **Nowe zadania kursów zawodowych.** (New Tasks of Vocational Courses). *Oświata Dorosłych* 1975, No. 7/8, pp. 389–394.

The author emphasizes a great importance of courses preparing workers for qualifying examinations. Until now, these courses have not been considered to be the realization of the program of a vocational school for workers. The Act of the Minister of Education and Schooling from May 6, 1975 introduced a change in this respect. The article, in the light of this Act, presents the principles and conditions of passing the examinations in vocational subjects taught in vocational courses as the realization of the program of a vocational school, e.g.,

the condition of getting a credit is to take an examination before specially appointed examination commissions.

80. NOWACKI, TADEUSZ: **Instytut Kształcenia Zawodowego.** (The Institute for Vocational Training). Nauka Polska 1975, No. 1, pp. 69–84.

The Institute for Vocational Training was set up in 1972 on the basis of the Department for Vocational Training which had been functioning for ten years in the Institute of Pedagogy. The main tasks of the Institute are: to form a theory of the pedagogy of work (a theory of vocational training); 2) to prepare the basic documents for a didactic-educational activity of vocational schools as well as for centers of raising professional qualifications in the form of directives and programs of education; 3) to define principles of constructing and producing didactic aids; 4) to introduce new, formerly tested teaching methods, new organization and means into teacher's work; 5) to make reports on the present state of the didactic-educational process in vocational schools for the Ministry of Education and Schooling.

81. SUCHY, STANISŁAW: **Zadania oświatowo-wychowawcze zakładów pracy.** (Educational Tasks of Institutions). Instytut Wydawniczy CRZZ, Warszawa 1975, 219 pp.

The author discusses the functions and educational duties of institutions, describes the achievements as well as good patterns to be promoted in this respect. The problem is presented against the background of a general analysis of the level of qualifications of the society in Poland and the needs of education for workers. In part I of the book, particular educational tasks of institutions are described. In part II, consideration is given to the means of implementing these tasks. A detailed characteristics follows of such problems as: 1) education and raising the professional qualifications of workers — groups of workers being educated, institutions and educational centers; 2) education in institutions and courses — forms, organization, extent, evaluation; 3) school forms of vocational education for adults; 4) vocational training, social-vo-

cational adaptation of graduates from vocational schools; 5) the orientation, vocational counselling, institutional care for schools; 6) the role and tasks of workers, centers of vocational education as well as trade unions. Much attention is also devoted to the results of the investigations carried out on a sample of 10 economy departments. These results illustrate the extent of education and raising the professional qualifications as well as the new lines of the educational policy.

82. WOŁCZYK, JERZY: **Drogi młodzieży do zawodu. Osiągnięcia, problemy, perspektywy.** (Youth's Vocational Achievements, Problem and Prospects). *Wychowanie Obywatelskie* 1975, No. 2, pp. 3–7. il. tab.

Considerations are given of the achievements in vocational education in Poland as well as of the transformations in the process of preparing children and youth for the profession and prospects of the development of vocational education. The author makes an analysis of statistical data summing up the achievements in respect of vocational education. Main attention is given to the process of modernization of vocational education which was begun within the reform of the system of national education.

See also: 16, 33, 80, 110.

VI.5. HIGHER

83. CHMURA, JANUSZ and WRONA, LESZEK: **Badanie rzetelności programu BSK-3.** (Testing of Reliability of the BSK-3 Program). *Życie Szkoły Wyższej* 1975, No. 1, pp. 25–30.

The article discusses the investigations upon the reliability of a machineless system of programed control (BSK) in respect of the program of physics. A student employs a machineless system of programed control in the same way as he employs a branching program. In this system, however, student's own answers must be given. The advantages of BSK programs are as follows: feedback is maintained, the result of a control in the form of school marks is given in last frame, the student

finds out his wrong answers as well as an information is given about literature in which he can find appropriate material. The effects of an examination are the same as during an employment of examination machines. BSK ensures a group control because the whole group may answer at the same time, whereas everybody answers a different question. The investigations upon checking the real and theoretical distributions of answers were carried out by means of eight programs on a sample of 100 students from the Higher School of Pedagogy who did not deal with physics at all. The students were divided into groups, each of them consisting of eight persons. Chi^2 test was employed as a criterion of a conformity of distribution.

84. EMPACHER, ADAM B.: **Perspektywy rozwojowe dydaktyki komputerowej.** (Developmental Prospects of Computer Aided Didactics). *Dydaktyka Szkoły Wyższej* 1975, No. 1, pp. 99–122.

The possibilities are discussed of carrying out various prognostic investigations upon the complex-supplementary education. A comparison is drawn among computers of different sizes as well as an analysis is made of the essence of computer progress, its barriers and the essence of Leuhrmann parabolas for the complex-supplementary education. Much attention is given to the employment of computers in education in specific complex conditions, i.e.: computer teleprocessing network, wire television as well as telephone-TV adapter. A discussion follows of the development of didactic languages as well as of the methods of programing the development of complex-supplementary education.

85. JANUSZKIEWICZ, FRANCISZEK: **Technologia kształcenia, jej rozwój i rola w modernizacji studiów wyższych w Polsce.** (Technology of Education, Its Development and Role in the Modernization of Higher Studies in Poland). *Dydaktyka Szkoły Wyższej* 1975, No. 1, pp. 3–24, Rez. Sum. Rés.

An attempt is made in the article to define a theoretical basis of the technology of education in a higher school, presenting the trends and prospects of the modernization of higher studies in respect of: 1) a technology of edu-

cation, its definition, and features; 2) a modernity comprehended mainly as a necessity of modernizing the educational contents; 3) an optimalization and fulfillment of educational tasks with the least possible effort of both a teacher and a pupil; 4) an integration of the achievements of various disciplines cooperating with didactics and helping to optimalize the process of education; 5) a scientific character of researches upon the effects of employing definite didactic methods, as well as organizational forms and means; 6) a recurrence of processes and effects; an attempt to obtain similar results by means of employing the same didactic techniques; 7) programing of the activity of students and academical teachers; 8) an employment of didactic methods, means and materials; 9) an organization of a material didactic environment; 10) a qualitative analysis of the results obtained. Apart from the theoretical basis of the technology of education, the trends of activity are defined in respect of the needs of Polish higher schools.

86. KACZOR, STANISŁAW: **Teksty semiprogramowane w studiach dla pracujących.** (Semi-Programed Texts in Studies for Workers). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 155 pp. bibl. Sum.

Investigations upon the effectiveness of the employment of semi-programed manuals constitute the basis of the analysis of the problems connected with the improvement of the didactic process in studies for workers. They embraced a sample of 308 students from the Teachers' Study Center, among them 162 students from extramural studies and 146 from evening studies. The description, analysis and the interpretation of the results of investigations are preceded by the considerations of the need of modernization of the educational process in higher schools as well as by the analyses of the functions of programed education and selected functions of manuals.

87. KOWALSKI, JANUSZ: **Badania nad efektami studiów podyplomowych w wyższych szkołach technicznych.** (Research upon the Effects of Postgraduate Studies in Higher Engineering Colleges). *Dydaktyka Szkoły Wyższej* 1975, No. 1, pp. 153–165.

The article contains information about the researches carried out by means of a questionnaire and an inquiry by the Institute of Educational Policy and Higher Schooling. They embraced graduates and students of postgraduate studies from three engineering colleges: in Warsaw, Gdańsk and Silesia. The questions included in the inquiry for graduates and students were concerned with the following problems: motives of taking up postgraduate studies; an evaluation of vocational fitness of subjects lectured upon as well as opinions about teachers; information about the form of studies, their duration and frequency of contacts with the college. Some quesions in the inquiry for students pertained to an evaluation of the program of studies as well as to didactic methods and organizational-didactic suggestions, whereas in the inquiry for graduates main attention was given to an employment of a diploma work in practice, students' innovation activity in an institution as well as to a vocational career.

88. MICHALSKI, STANISŁAW: **Współpraca uczelni z systemem oświaty.** (The Cooperation between the University and the Educational System). *Życie Szkoły Wyższej* 1975, No. 1, pp. 63–72.

A new element in the function of universities is to take over partly or entirely the function of educating and raising professional qualifications of teachers. This new element determines to a great degree the cooperation with education. In the work, the forms of this cooperation are discussed of the A. Mickiewicz University in Poznań which entirely took over the function of educating teachers since the academic year 1973/1974. The activity of the A. Mickiewicz University concentrated upon: 1) a full integration of the Higher Pedagogical School and education of teachers for all types of schools; 2) setting up of the Interdepartmental Pedagogical Studies; 3) a systematic cooperation with teachers and workers of the pedagogical control; 4) a scientific-research work taken up by the workers from the institutions of methodologies of teaching; 5) an organization of postgraduate studies for the workers of the pedagogical control; 6) a cooperation with graduates, e.g., controlling pedagogical experiments made by graduates in schools, scientific con-

sultations, help in the preparation of graduates' publications to be printed, taking into consideration graduates' remarks and experiences by the workers of methodological institutions, etc.; 7) a cooperation with the Institute of Education for Teachers and Educational Research on the principle of scientific care of the University in the elaboration of doctors' dissertations as well as dissertations qualifying for assistant-professorship and common solutions of scientific-research subjects.

89. POŁTURZYCKI, JÓZEF: **Kształcenie ustawiczne a wykorzystanie środków upowszechniania informacji.** (Permanent Education vs. an Employment of Means of Spreading Information). *Dydaktyka Szkoły Wyższej* 1975, No. 1, pp. 37–48.

The article is a review of definitions of the concept "permanent education" comprehended as: a) permanent education connected with finding a profession as well as with raising professional qualifications; b) educational activity among grown-ups; c) permanence of education. An evaluation is presented together with the problem of permanent education discussed by theoreticians in the world and in Poland. The role is discussed of the means of spreading information concerned with the permanent education in respect of: 1) an organization of radio and television means of education in the form of higher schools with a definite program; 2) the supplementing of direct education; 3) an individual reception and employment of educational values in the process of self-education.

90. RUDNIAŃSKI, JAROSŁAW: **Uczelnia i ty. Technologia pracy umysłowej studenta.** (Higher School and You. The Technology of Student's Mental Work). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 262 pp.

The publication is devoted to the problem of technique and organization of student's mental work connected with the problem of psychological and ethical nature. "A Methodic Model or a Method" explains what a model of mental work is, i. e., a hypothesis is presented as to how the brain effects its work. Emphasis is placed on con-

ditions (the actual situation) as one of the factors determining the capacity to execute a given task. Stress is also laid on the plasticity of organization of any task. The chapter entitled "From School to Higher School" contains directions for students beginning their studies who have to overcome difficulties connected with passing from a little independent work in a secondary school into a very independent work in a higher school. In the chapter about a student's psychical self-organization, the information is included about praxeological methods of thinking concerned with the defining of harmonized and incompatible aims. A discussion follows about a number of problems pertaining to the concentration of attention as well as to the methodology of several kinds of mental work, planning of one's own work. Much stress is also given to the organization of student's workshop and classroom, the problem of extramural studies, a hygiene as well as to psychohygiene of mental work and rest. In the conclusion, remarks are included concerned with the ethics of a scientific worker's profession.

91. SŁOMKIEWICZ, STEFAN: **Komputeryzacja nauczania a kształtowanie operatywności wiedzy.** (The Computerization of Education and the Forming of Efficiency of Education). *Dydaktyka Szkoły Wyższej* 1975, No. 1, pp. 93–98.

The possibilities are discussed of employing computers as technical means supporting the process of education on the basis of a computer PLATO. The characteristic features are also given of the functioning of the mechanisms discussed. The machine PLATO enables to record information obtained from the student as well as to employ calculations, to elaborate and evaluate answers, to preserve educational materials concerned with a given subject. Two ways are suggested of employing computers: 1) as modern didactic aids; 2) as mechanisms regulating the educational process.

92. STRUKTURA **organizacyjna Akademii Medycznej w Gdańsku jako funkcja celu uczelni w infrastrukturze społecznej służby zdrowia. Problemy, zasady, metody.** (The Organizational Struc-

ture of the Medical Academy in Gdańsk as a Function of the School Aim in the Social Infrastructure of Medical Service). Authors: Antoni Feliś, Daniela Latra, Zbigniew Machaliński, Eugeniusz Sieńkowski. Instytut Nauk Politycznych Uniwersytetu Gdańskiego, Gdańsk 1975, 192 pp. tab.

The aim of the book is to evaluate the organizational chair and institute efficiency of the Medical Academy in Gdańsk in the years 1965–1973 as well as to define the needs and trends of a further organizational improvement of the school. The subject of the investigations is the activity of the Academy as far as the degree is concerned of the effectiveness of the realization of its basic aims and tasks: didactic-educational, scientific-research and clinical activity. The following research methods were employed: mathematical statistics, an analysis of official source documents of the Medical Academy, observations, interviews and consultations with the school staff as well as questionnaires. On the basis of the results obtained an analysis was made as well as an evaluation of the school activity; the place and role of the Medical Academy in Gdańsk were defined in the social infrastructure of medical service of the region and its basic functions as well. Much consideration is given to the organization of the Academy in the system of higher education and health service. The postulates are included in the conclusion as well as the principles, methods of a further reorganization and an organizational improvement of the Academy.

93. UCZELNIE **Wrocławia w XXX-leciu.** (Wrocław Universities During Thirty Years of the Polish People's Republic). Wydawnictwo Politechniki Wrocławskiej, Wrocław 1975, 76 pp. il.

The work is a jubilee publication dealing with the development and activity of higher education in Wrocław starting from the first university in 1945 (University and Engineering School) — lines of studies, specializations, numerical data. The publication consists of several articles illustrating the activity of particular universities in Wrocław. These are: some important achievements of Oskar Lange Academy of Economics; the scientific, educating and service activity of the Medical Academy; the scien-

tific activity of the Academy of Agriculture; the achievements and main trends of research works of the Academy of Physical Education; the activity of Higher School of Music together with the Department of Musicotherapy, the only one of this kind in Poland; as well as the achievements and aims of the State Higher School of Fine Arts.

94. ZAKRZEWSKA, ZOFIA: **Tendencje rozwoju studiów podyplomowych.** (The Development of Postgraduate Studies). *Dydaktyka Szkoły Wyższej* 1975, No. 1, pp. 123–134.

The author of the article considers the problem of postgraduate studies in respect of: 1) the present state of postgraduate studies, their place in raising professional qualifications of staff with a higher education; and 2) a further development of these studies from the point of view of both the transformation of the whole system of education and the greater needs pertaining to raising professional qualifications of highly qualified staff. An analysis follows of postgraduate studies, their character and role on the background of the present situation of postgraduate education in all the socialist states. The conceptions are also presented of different structural changes in higher education, among them: an idea of permanent education, a problem of individual guided education, a principle of interdiscipline, etc.

VI.6. ADULT

95. BARCIKOWSKA, WANDA: **Problemy kształcenia ustawicznego i szkół dla dorosłych w pracach Instututu Programów Szkolnych.** (Permanent Education and Schools for Adults in the Works of the Institute for School Programs). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 2, pp. 63–70.

The author describes the program of activities of the Department of Adult Education of the Institute for School Programs. A general characteristics is also given of the adult education in Poland, the extent of education, motives for learning of different categories of students as well as their needs and difficulties. This program stipu-

lates mainly for the improvement of the system of adult education as well as of the school and out-of-school forms of education — from the point of view of the implementation of the programs of permanent education and the elaboration of the programs, methodology as well as of manuals for adults. The trends are also discussed of andragogical researches which should be carried out in the years to come.

96. BARTOSZEWICZ, AMELIA K.: **Źródła trudności wychowawczych w szkole dla pracujących.** (The Sources of Educational Difficulties in School for Workers). *Oświata Dorosłych* 1975, No. 2, pp. 155–158. tab.

The author presents some educational difficulties occurring in the work with students from an elementary school for workers as well as their causes. The problems is illustrated with the results of the investigations carried out in school on a sample of 273 students, 9 teachers and 20 families of the students. In the investigations such methods were employed as: an observation of students, teachers and the activity of school, a questionnaire including questions directed toward teachers about the kinds, causes and preventive measures of the educational difficulties, a questionnaire-statement for 122 students concerning the relations between students and teachers, environmental interviews, analysis of school records. In the course of the investigations the kinds were defined of most often occurring symptoms of students' negative behavior as well as their causes. The causes are divided into three groups: biopsychical, socio-economic and pedagogical.

97. BEREZOWSKI, EUSTACHY and PÓŁTURZYCKI, JÓZEF: **Kontrola i ocena w procesie kształcenia dorosłych.** (The Control and Evaluation in the Process of Educating Adults). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 258 pp. bibl.

The work attempts to sum up the hitherto practical achievements as well as to present the future trends of improving the process of control and the evaluation of the level of knowledge of adult learners. The authors discuss

the following problems: 1) a characteristics of adult learners with an attempt of demographical presentation of students from evening schools and schools of correspondence; 2) aims and extent of control, its forms and methods, such as: test, technical and machineless methods; 3) control in the process of learning foreign languages; 4) teachers' opinions and experiences pertaining to new suggestions; 5) control and evaluation as a constant element of the educational process; 6) evaluation of the level of knowledge in schools for workers.

98. CIEPLAK, LEOPOLD: **Nowe zasady klasyfikowania, promowania i egzaminowania w szkołach dla pracujących.** (New Principles of Classification, Promotion and Examination in Schools for Workers). *Oświata Dorosłych* 1975, No. 6, pp. 242–246.

The article presents detailed rules and regulations of classification, promotion as well as semestral and final examinations made in general secondary and vocational schools for workers. These rules and regulations introduce the act of the Minister of Education and Schooling from March 12, 1975 and are concerned with the following types of schools: 1) elementary school for workers; 2) elementary vocational studies; 3) general vocational school; 4) secondary vocational studies; 5) general secondary school; 6) technical and coordinate vocational school; 7) technical school for leading workers; 8) postsecondary vocational studies. At the same time, the Act does away with final examinations in elementary schools for workers, promotion examinations in engineering schools for leading workers and postsecondary evening vocational studies.

99. CIEPLAK, LEOPOLD: **Nowy statut szkół średnich dla pracujących.** (The New Statute of Secondary Schools for Workers). *Oświata Dorosłych* 1975, No. 2, pp. 144–148.

Since September 1974, the Minister of Education and Schooling introduced into secondary schools for workers a new statute as well as new rules and regulations concerned with the recruitment of candidates to these schools.

The new statute defines the principles of organizing didactic-educational work of the following types of schools: general secondary school for workers, general secondary schools of correspondence for workers, technical and coordinate vocational schools of correspondence, vocational schools for leading workers, etc. A characteristics is included in the article of the aims of education, the organization of schools, the organization of education as well as rules and regulations of recruiting candidates to the types of schools mentioned above.

100. GRYGORCZUK, MIKOŁAJ: **Zainteresowania czytelnicze uczniów szkół podstawowych dla pracujących.** (Reading Interests of Students from Elementary Schools for Workers). *Oświata Dorosłych* 1975, No. 1, pp. 19–22. tab.

The subject was elaborated on the basis of sounding researches carried out on a sample of a group of students from grades VIII of elementary schools for workers. The researches embraced 125 persons. A questionnaire was employed in the investigations as well as library records and school records of student's education. The aim of the researches was to define reading interests of students from schools for workers, to state the extent and activity of reading of the subjects as well as the differences between the interests and actual reading. The conclusions drawn from the investigations are concerned with the improvement of the situation of school libraries and the activity of schools in respect of arousing greater reading interests among adult learners.

101. JURAŚ, BARBARA: **Funkcja kompensacyjna szkoły podstawowej dla pracujących.** (The Compensatory Function of Elementary School for Workers). *Oświata Dorosłych* 1975, No. 1, pp. 27–29.

Main attention of the article is devoted to a characteristics of the motives for taking up studies by adolescents (age 15–18) in elementary schools for workers as well as of the conditions of taking advantage of the compensatory possibilities of these schools. The analysis and conclusions are based upon the investigations carried out on a sample of 85 students. An environmental interview, a method of individual cases, an observation as well as an analysis of personal documents constituted the basic research technique.

102. KARWALA, ALICJA: **Cele i zadania Pracowni Kształcenia Dorosłych** (The Aims and Tasks of the Study of Education for Adults). *Oświata Dorosłych* 1975, No. 6, pp. 358–359.

On the background of a general characteristics of present social needs in respect of the adult education and the permanent education, the author presents the tasks of the Study of Education for Adults established in the Institute of School Programs in 1973. The main trends of work are: 1) programs and manuals for general and vocational schools for workers; 2) an examination of the effectiveness of forms and methods of the implementation of the present programs of education; 3) a preparation and introduction of a new form of education — The Radio-Television School; 4) scientific researches.

103. PACHOCIŃSKI, RYSZARD: **Problemy i perspektywy rozwoju andragogiki porównawczej.** (Problems and Prospects of the Development of Comparative Studies in the Adult Education). *Kwartalnik Pedagogiczny* 1975, No. 1, pp. 99–110.

After the discussion about the international cooperation, mainly about the results of the negotiations of more important conferences devoted to adult education, the following problems are presented: 1) the conditions of origin and development of the comparative andragogy after World War II; 2) the methodology of comparative studies; 3) the role and meaning of statistical data; 4) the terminology; 5) the methodology of the description of the system of adult education.

104. POŁTURZYCKI, JÓZEF: **Próba opisu systemu oświaty dorosłych.** (The Description of the System of Adult Education). *Oświata Dorosłych* 1975, No. 9, pp. 457–463.

The article contains a conception of the description of the system of adult education in particular states. This conception is based upon the following arrangement: 1) a general description of the situation in the state; 2) the traditions of adult education in the state described; 3) the aims of adult education accepted and fulfilled in it; 4) the social needs, individual interests and the development of educational activity; 5) the organizations con-

cerned with adult education; 6) schools for adults; 7) the vocational education and raising the professional qualifications of adults; 8) out-of-school adult education; 9) adult education in higher education; 10) scientific researches, publications and raising the professional qualifications of educators.

105. POTOCZNY, JAN: **Wpływ nauczyciela na kształtowanie motywów uczenia się uczniów liceum korespondencyjnego.** (The Teacher's Influence upon the Formation of Learning Motives of Students from Secondary School of Correspondence). *Oświata Dorosłych* 1975, No. 9, pp. 483–487.

The researches carried out on a sample of 240 students from a General Secondary School of Correspondence in Jarosław constitute the basis of the author's considerations. The aim of the researches was to solve the following problems: 1) a sociological structure of a group under investigation (sex, age, social origin, family state); 2) a motivation of taking up studies by adults; 3) life plans connected with a completion of school; 4) a role of a teacher in the formation of a positive motivation in students. The basic research technique was an anonymous inquiry filled in by the subjects; the other methods were: an analysis of school personal records of students as well as records concerned with a didactic-educational process and interviews with teachers and students. In the conclusions, apart from the instructions pertaining to the process of adult education, the problems are selected for the future investigations in this respect.

106. SUCHY, STANISŁAW: **Stan aktualny i zadania w dziedzinie rozwoju szkolnych i mieszkalnych form kształcenia ustawicznego.** (The Present State and Tasks in the Development of School and Housing Forms of Permanent Education). *Oświata Dorosłych* 1975, No. 3, pp. 133–144.

The author attempts to characterize the system of permanent education in Poland — the present state and tasks — in the light of the realization of the program of the party and government. The problem is illustrated with statistical data pertaining to the number of adult

learners, graduates from schools and courses as well as to the number of schools and educating centers for adults. The tasks discussed in respect of the permanent education concern the following problems: 1) the removal of defects in the system of elementary education; 2) the making of secondary vocational studies general ones; 3) the increase of the pedagogical control, the improvement of the structure of administration; 4) the raising of the level of teachers' pedagogical knowledge; 5) the coordination of research works; 6) institutions' care for students; 7) the improvement of the program, forms and methods of educational activity.

107. TUROS, LUCJAN: **Andragogika. Zarys teorii oświaty i wychowania dorosłych.** (Andragogy. The Outline of the Theory of Education and Schooling for Adults). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 402 pp. bibl.

The publication is an attempt to sum up the research and theoretical achievements of andragogy in Poland. Main attention is devoted to the terminology, subject of researches, origin as well as the development and the analysis of the research achievements in this field. A lot of consideration is given to the problem of self-education — theoretical conceptions and practice. Such problems are also discussed as: education for workers, cultural-educational activity, education and schooling for workers, agricultural education as well as scientific-research works and Polish scientific centers working upon the andragogy. A separate part is devoted to the methodology of andragogical researches, the tasks of andragogy in investigations and the solving of the problems of permanent education in the Polish People's Republic. The work is supplemented with a comprehensive bibliography.

108. WESOŁOWSKA, EUGENIA: **Dorobek i zadania szkolnictwa dla pracujących.** (Achievements and Tasks of Education for Workers). *Oświata Dorosłych* 1975, No. 2, pp. 139–144.

In the light of legal acts and numerical data pertaining to schools and students, the author characterizes the

development of elementary education for workers, general secondary education as well as technical education and other out-of-school forms of education for adults in Poland since 1944 until now. In the development of this education several stages defined by its present tasks may be distinguished, e.g., in the first years after the war the main task was to stamp out the illiteracy. The next stage — to enable adults the completion of an elementary school. The further stages were to create and develop the system of secondary education as well as out-of-school forms of raising the professional qualifications.

109. WIATROWSKI, ZYGMUNT: **Powodzenia i niepowodzenia szkolne pracujących.** (School Successes and Failures of Workers). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 312 pp. bibl.

On the basis of the researches carried out on a sample of 49 secondary schools for workers among 20 thousand people, the author analyzes the structure, organization and activity of education and schooling for workers in Poland as well as school successes and failures of adult learners. In part I many problems are discussed such as: the research equipment, procedure of investigations and the structure of education for adults in Poland. Part II is devoted to a general characteristics of the students from schools for workers, considerations of the essence and conditions of school successes and failures as well as their causes. Part III contains a description of the remedial measures as well as of the model of educating workers. In the annex, some statistical data are included, characterizing the general secondary education for workers in the Bydgoszcz Voivodship.

110. ZDUNEK, JOZEF: **Przyczyny odpadu i odsiewu uczniów Telewizyjnego Technikum Rolniczego.** (The Causes of Refuse and Sifting of Students from the Television Engineering School of Agriculture). *Oświata Dorosłych* 1975, No. 7/8, pp. 434–438. tab.

The author defines the concepts "refuse" and "sifting" as well as presents the problem of the extent and causes

of refuse and sifting of students on the basis of the investigations carried out on a sample of 204 students in the Television Engineering School of Agriculture in Przygodzice in the Poznań Voivodship. The materials were collected by means of a questionnaire as well as an interview and analysis of school records. On the basis of the results the causes of refuse and sifting were characterized in three groups: 1) causes to be found in the student's personality and his environmental conditions; 2) refuse and sifting as a factor of the wrong system of recruiting students; 3) causes to be found in the defects of television education. Finally, conclusions are formulated as well as postulates pertaining to the improvement of the situation.

See also: 79.

VI.7. SPECIAL

111. JANOWICZ, TADEUSZ: **Pedagogiczne aspekty niektórych praktycznych problemów związanych z usprawnieniem wewnątrzzakładowego systemu wychowawczego.** (Pedagogical Aspects of Some Practical Problems Connected with the Improvement of an Intrainstitutional Educational System). *Szkoła Specjalna* 1975, No. 1, pp. 60–66.

The article presents the results of the researches upon an educational influence of a rehabilitation institution for people suffering from pulmonary tuberculosis. The researches embraced a sample of 165 persons from a rehabilitation sanatorium. A sounding of opinions was employed as well as sociometric investigations and anonymous inquiries and questionnaires. Much consideration is given to the functions and tasks of a rehabilitation institution as well as to the possibilities of an educational influence of nonpedagogical services. A discussion follows of a meaning of community life and a role of youth organizations in an educational system of an institution.

112. PĘSKA, LUDMIŁA: **Dziecko trudne a książka. Z badań nad czytelnictwem dzieci nieprzystosowanych społecznie.** (A Child

With Special Problems and a Book. Research upon Reading Habit of Socially Nonadapted Children). Nasza Księgarnia, Warszawa 1975, 156 pp. bibl.

The publication is based upon many-year experiences of the author being an attempt to answer numerous questions concerned with the possibility of employing the book in the process of educational influence upon socially nonadapted children. The basic investigations embraced a sample of 62 boys aged 9–12 from elementary schools in Warsaw, employing such research techniques as: a talk with a child, a choice of new books according to the list included, an interview with parents, a study of intelligence by means of Wechsler's scale. The results of a doctor's examination were employed as well as school and militia records, etc. In the light of the investigations, the author discusses the problem of children's social nonadaptation, the motivation for reading, reading habits as well as of reading attitudes. A detailed characteristics follows of cases selected from the group of children subject to investigation. A shortened psychological and medical diagnosis is given together with a description of out-of-school reading interests of children. The conclusion is a short suggestion of a child's reading reeducation.

See also: 33.

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